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DESCRIPTORS \*Abstracts; \*Annotated Bibliographies; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; \*Gifted; \*Identification; \*Talent Identification

ABSTRACT

The annotated bibliography on Identification of the Gifted contains approximately 60 abstracts and associated indexing information for documents or journal articles published from 1959 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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## Identification of the Gifted

A Selective Bibliography

CEC Information Services and Publications  
An ERIC Clearinghouse  
The Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 668

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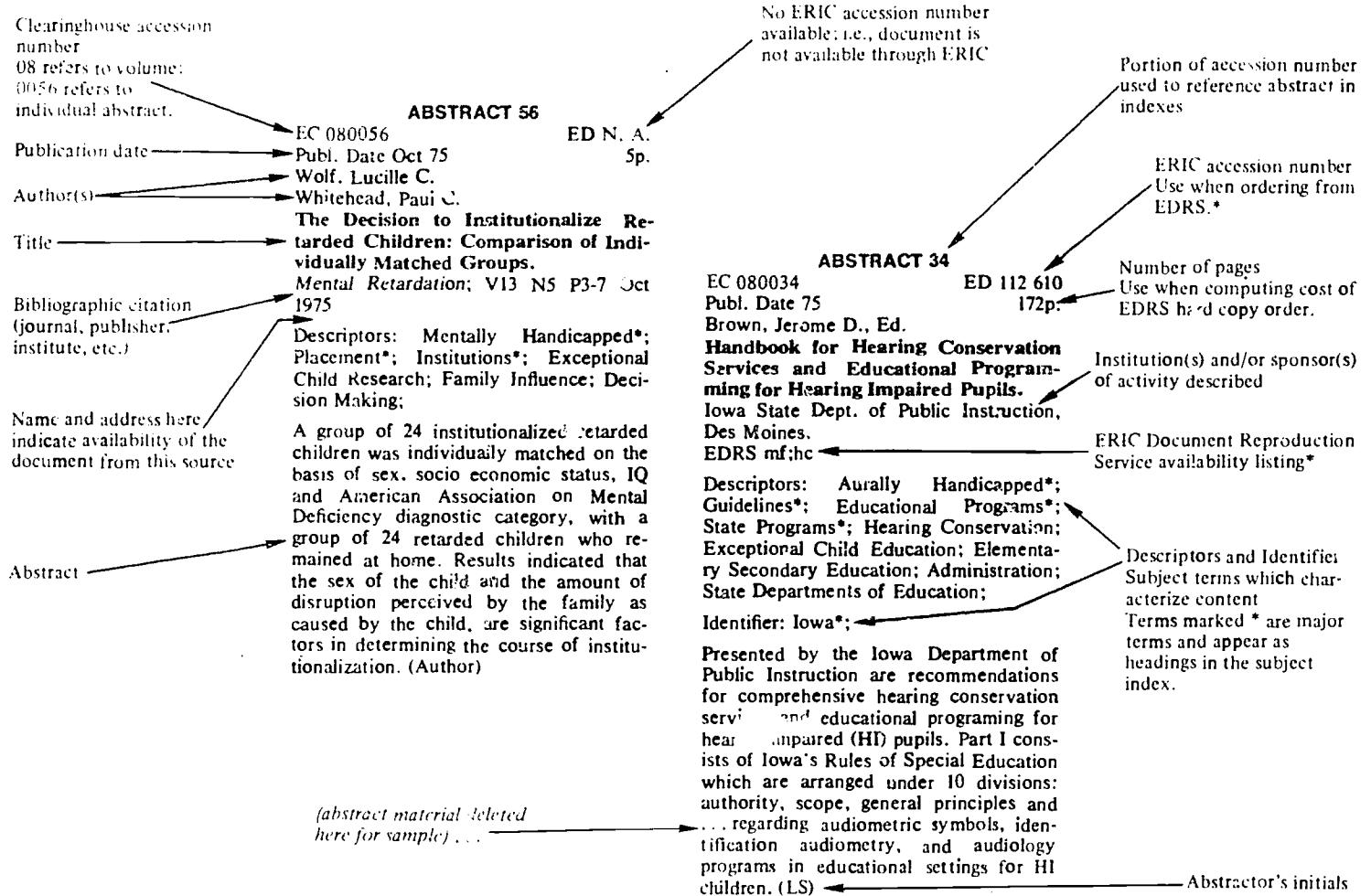
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- c. title
- d. author
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- f. source or publisher
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### 3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.



## CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- \*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11571
- \*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education, 400 Maryland Avenue SW, Washington DC 20202
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 0011
- \*\*American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- \*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- \*\*American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- \*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road Washington DC 20014
- Auderebel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- \*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- \*\*Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Five Horse, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402
- \*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- \*\*Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 309 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broadway, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mental/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum, 19 South Waterloo Road, Devon Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washington, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- \*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- \*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Urbana, Illinois 61801
- \*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- \*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 La Villanova Place, Denver, Colorado 80122
- \*Gifted Child Quarterly, 3030 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 01218
- Hearing, 105 Gower Street, London WC1E 6AH, England
- \*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridges, Ontario, Canada

\*denotes journals monitored for CIJE.

\*\*denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

**Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813

**\*Journal of Abnormal Child Psychology**, \*\*Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**\*\*Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036

**\*Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044

**\*\*Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005

**Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115

**\*Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523

**Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

**Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

**Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**\*\*Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036

**Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222

**Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

**Journal of Education**, Department of Education, Halifax, Nova Scotia

**\*\*Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036

**\*\*Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701

**Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802

**\*Journal of Learning Disabilities**, 5 North Wabash Avenue, Chicago, Illinois 60602

**Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414

**\*Journal of Mental Deficiency Research**, 86 Newman Street, London W1P 4 AR, England

**Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044

**Journal of Negro Education**, Howard University, Washington DC 20001

**\*\*Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201

**\*Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**\*\*Journal of Personality Assessment**, 1070 East Angelino Avenue, Burbank, California 91501

**Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711

**Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005

**Journal of Rehabilitation of the Deaf**, 814 Tilley Avenue, Silver Spring, Maryland 20910

**Journal of School Health**, American School Health Association, Kent, Ohio 44240

**\*\*Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880

**\*Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003

**\*Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014

**\*Journal of Speech & Hearing Research**, \*\*9030 Old Georgetown Road, Washington DC 20014

**Journal of Teacher Education**, One Dupont Circle, Washington DC 20036

**\*Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014

**Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172

**Learning**, 530 University Avenue, Palo Alto, California 94301

**Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091

**\*Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015

**Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202

**Momentum**, 350, One Dupont Circle, Washington DC 20036

**Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091

**NASSI Bulletin**, 1904 Association Drive, Reston, Virginia 22091

**National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209

**The New Beacon**, 224 Great Portland Street, London WIN/AA, England

**\*New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011

**Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556

**Nursing Outlook**, 10 Columbus Circle, New York, New York 10019

**Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602

**Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

**Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203

**\*Pediatrics**, PO Box 1034 Evanston, Illinois \*\*60204

**\*\*Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009

**Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401

**\*\*Physical Therapy**, 1156 15th Street NW, Washington DC 22005

**Pointer**, PO Box 131, University Station, Syracuse, New York 13210

**Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733

**Psychology Today**, PO Box 2990, Boulder, Colorado 80302

**Quarterly Journal of Speech, Speech Communication Association**, Statler Hilton Hotel, New York, New York 10001

**\*\*Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711

**Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711

**Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

**Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108

**\*Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612

**Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115

**Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

**Review of Educational Research**, 1126 16th Street NW, Washington, DC 20036

**\*\*Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

**Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852

**School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251

**\*Sight Saving Review**, 79 Madison Avenue, New York, New York 10016

**Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**\*Slow Learning Child**, St. Lucia, Brisbane 4067, Australia

**\*Social Work**, 49 Sheridan Avenue, Albany, New York 12210

**Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401

**Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

**\*Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

**Special Education in Canada**, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

**Speech Monographs**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830

**Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

**Teacher of the Deaf**, 50 Topsham Road, Exeter EX2 4NF, England

**Teachers College Record**, 525 West 120th Street, New York, New York 10027

**\*\*TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091

**\*Volta Review**, 3417 Volta Place NW, Washington, DC 20007

**Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

**ABSTRACT 54**

EC 000 088 ED 011 417  
 Publ. Date Jun 65 47p.  
 Bateman, Barbara  
**The Illinois Test of Psycholinguistic Abilities in Current Research. Summaries of Studies.**  
 Illinois Univ., Urbana, Inst. Res. Except. Children  
 EDRS Price 0.25; 1.96

**Descriptors:** exceptional child research; tests; language handicaps; language research; psycholinguistics; research projects; bibliographies; statistical studies; trainable mentally handicapped; educable mentally handicapped; gifted; reading; visually handicapped; aphasia; deaf; aurally handicapped; cerebral palsy; speech handicaps; learning difficulties; cultural disadvantage; language development; measurement; research reviews (publications); Illinois Test of Psycholinguistic Abilities; Urbana; ITPA

Research generated by the experimental edition of the Illinois Test of Psycholinguistic Abilities is reviewed. Twenty-five statistical, remedial, and language disorder studies are summarized according to purpose, subjects, procedure, results, and comments. Seven additional studies are included in an annotated bibliography. Fifty-four other references are also included. (MK)

**ABSTRACT 283**

EC 000 546 ED 017 090  
 Publ. Date May 64 151p.  
 Yamamoto, Kaoru  
**Experimental Scoring Manuals for Minnesota Tests of Creative Thinking and Writing.**  
 Kent State University, Ohio, Bur. of Educ. Research  
 EDRS Price 0.25; 6.12

**Descriptors:** exceptional child research; gifted; tests; creative thinking; test interpretation; children; creative writing; creativity research; elementary grades; group tests; scoring; test reliability; test validity; Minnesota Tests of Creative Thinking and Writing

Proposed scoring procedures for the Minnesota Test of Creative Thinking and Writing are described. Test forms for six verbal tasks and three nonverbal tasks are presented. For most tasks, this scoring manual has extracted from the test protocols four scores to represent four abilities of creative thinking-fluency, flexibility, originality, and elaboration. The detailed scoring instructions include explanations of scoring procedures and scored sample responses. Data on interrater reliabilities, test-retest reliability, intercorrelations among scores, validity, norms, and correlations with scores from earlier measures, are based on subjects in grade 5, grade 10, and college, and are presented in 20 tables. A first revised edition of a scoring manual for imaginative stories, grades 3 through 6, is presented. For each of two forms, subjects write a story on one topic chosen from the list of 10 topics. The scoring scheme employs five subdivisions under the categories, organization, sensitivity, originality, imagina-

tion, psychological insight, and richness. A supplementary scoring guide evaluates originality (nine subdivisions) and interest (nine subdivisions). For both scoring schemes on imaginative stories, scoring procedures are described and examples of scored responses are included. Preliminary norms and some data on reliability of scoring are presented. A reference list of 17 items is included. (JA)

**ABSTRACT 1572**

EC 001 552 ED N.A.  
 Publ. Date Jun 67 6p.  
 Welsh, George S.

**Verbal Interests and Intelligence: Comparison of Strong VIB, Terman CMT, and D-48 Scores of Gifted Adolescents.**

North Carolina University, Chapel Hill  
 EDRS not available  
**Educational And Psychological Measurement;** V27 N2 P349-52 Ju 3 67  
 Paper Presented At The Southeastern Psychological Meeting (New Orleans, Louisiana, March 31, 1966).

**Descriptors:** exceptional child research; tests; gifted; language; cognitive processes; intelligence; occupational tests; intelligence factors; intelligence tests; verbal ability; verbal tests; psychological patterns; cognitive ability; ability; nonverbal ability; D-48 tests; Strong Vocational Interest Scale; Terman Concept Mastery Test

The Terman Concept Mastery Test and the D-48, a nonverbal test, were given to the two groups of gifted adolescents attending an 8-week residential summer program in the academic and arts areas. Students in the academic area scored relatively higher on both tests than those in the arts areas ( $t$  equals .50). Differences between the sets of scores indicated that students who did relatively better on the verbal tests had higher verbal interests than those who did better on the nonverbal tests. This hypothesis was tested by giving the Strong Vocational Interest Blank to three groups of 60 students each, selected from the 773 students attending during both summers of the program; one which did relatively better on the Terman, one on the D-48, and the third relatively well on both. The three groups were equated for intelligence. The group high on the verbal test of intelligence did significantly better than the group high on the nonverbal test ( $p$  less than .05), with the groups doing equally well on both in between. A converse approach also supported the hypothesis. (SN)

**ABSTRACT 70**

EC 003 868 ED N.A.  
 Publ. Date Feb 67 10p.  
 Ringness, Thomas A.

**Identification Patterns, Motivation, and School Achievement of Bright Junior High School Boys.**

EDRS not available  
**Journal Of Educational Psychology;** V58 N2 P93-102 Feb 1967

**Descriptors:** exceptional child research; identification (psychological); motivation; values; junior high school students; low achievers; high achievers; success

factors; peer acceptance; peer groups; conformity; parent child relationship; social adjustment; gifted; student attitudes

Interview and card sort data were obtained on 261 high-, average-, and low-achieving bright 8th-grade boys in an attempt to confirm or refute earlier findings concerning identification patterns, motivation, and values. Confirmation was generally found, the main exception being that in the present study most subjects identified with fathers whereas in the previous study high achievers were most likely to do so. Socioeconomic status bias may have influenced earlier data. Low achievers were found more motivated academically. Low achievers were more nonconforming, whereas high achievers were more independent. School was seen by most subjects as demanding conformity, and subjects used this role model. Scholars were shown to have little relationship to popularity, and the perceived major factor for school achievement was that of mediocrity. (Author)

**ABSTRACT 228**

EC 002 732 ED N.A.  
 Publ. Date Dec 66 7p.  
 Kirk, Winifred D.

**A Tentative Screening Procedure for Selecting Bright and Slow Children in Kindergarten.**

Illinois University, Urbana, Institute For Research On Exceptional Children  
 EDRS not available  
**Exceptional Children;** V33 N4 P235-41 Dec 1966

**Descriptors:** exceptional child research; gifted; slow learners; identification; tests; screening tests; rating scales; predictive measurement; student evaluation; age differences; cognitive processes; kindergarten children; teacher attitudes

In order to determine how well kindergarten teachers can select bright and slow children in their classes when adjustments are made for chronological age (CA) differences, 112 kindergarten children (CA 5-0 to 6-11) were used as subjects. Three teachers rated the children according to a five-point scale on reasoning, speed of learning, ability to deal with abstract ideas, perceptual discrimination, psychomotor abilities, verbal comprehension, verbal expression, number and space relation, and creativity, and gave a molar estimate on whether the child would be a slow, average, or rapid learner. Stanford-Binet IQ's were obtained on all the children. Results indicated that teachers tended to select older children as bright and younger ones as slow, and that the IQ did not differentiate between children correctly identified and those overlooked by the teachers. The composite score was a better estimate of mental age (MA) than of IQ and a better estimate of MA than the adjusted score (composite score equalized for CA differences). However, the adjusted score was a better estimate of IQ (correlation of .61 to .73) than either the motor or composite scores and teachers had an interrater reliability of .88 in using it; the adjusted score was also more effective and efficient than the

teacher's molar estimate in selecting bright and slow children. (SN)

#### ABSTRACT 371

EC 004 140 ED N.A.  
Publ. Date Sp 69 6p.  
Torrance, E. Paul  
**Originality of Imagery in Identifying Creative Talent in Music.**  
EDRS not available  
Gifted Child Quarterly; V13 N1 P3-8  
Spr 1969

Descriptors: exceptional child research; creative ability; music; identification; originality; imagination; questionnaires; talented students; testing; Sounds and Images

The instrument, Sounds and Images, was used to explore the role of imagery in the accomplishments of creative young people in the field of music, and to explore the possibility of using a measure of originality of imagery as one approach in identifying creative talent in music. A criterion questionnaire requested information from 137 students of Westminster Choir College concerning their musical training, interests, and compositions. Validity coefficients were significant at the 1% level of confidence or better for Forms I and II of the test instrument. Implications were that students gifted in music tend to have imaginative, original imagery, and that skills in producing imagery should be developed among young children showing promise in music composition. Included are two tables showing statistical data, and suggestions for material for developing skills in producing imagery. (EB)

#### ABSTRACT 1143

EC 005 023 ED N.A.  
Publ. Date 69 6p.  
Granzin, Kent L.; Granzin, Wilma J.  
**Peer Group Choice as a Device for Screening Intellectually Gifted Children.**  
EDRS not available  
Gifted Child Quarterly; V31 N3 P189-94 Fall 1969

Descriptors: exceptional child research; gifted; screening tests; peer relationship; socioeconomic techniques; teacher attitudes; ability identification; self concept  
A test consisting of 30 randomly ordered characteristics describing both average and gifted children was administered to 88 fourth grade students, and administered again 1 month later. Pupils were ranked on the basis of teacher judgment, group IQ score, number of times mentioned by gifted classroom peers, and number of mentions by all classroom peers. Results showed that both gifted and nongifted pupils were able to distinguish traits of giftedness, with the gifted performing significantly better, and that peer-group choice of gifted pupils agreed significantly with teacher rankings. (RD)

#### ABSTRACT 2103

EC 005 906 ED 035 700  
Publ. Date Sep 69 14p.  
Keogh, Barbara K.; Smith, Carol E.

#### Early Identification of Educationally High Potential and High Risk Children.

EDRS mif,he

Paper Presented At The Annual Convention Of The American Psychological Association (Washington, D. C., September 1969).

Descriptors: ability identification; academic achievement; achievement tests; elementary school students; high achievers; identification; kindergarten children; low achievers; student evaluation; prediction; Bender Gestalt Test

Early identification of educationally high potential and high risk children was investigated by following the same 49 children from kindergarten entrance through grade 5 of a regular school program. Kindergarten predictive measures were the Bender Gestalt Test and teachers' evaluations; follow-up measures were yearly standard achievement test results. Analyses revealed consistently high and significant relationships between teachers' ratings and subsequent school achievement. Teachers were surprisingly accurate in early identification of both high risk and high potential children. The Bender-Gestalt Test was more accurate for identification of high potential than high risk children. Findings support the use of these measures for initial screening of children entering formal school programs. Specification of dimensions of teachers' evaluations may provide clues to understanding the complexities of school readiness. (KG)

#### ABSTRACT 89

EC 03 0089 ED N.A.  
Publ. Date 70 5p.  
Torrance, E. Paul; Khatena, Joe  
**What Kind of Person are You? A Brief Screening Device for Identifying Creatively Gifted Adolescents and Adults.**  
EDRS not available  
Gifted Child Quarterly; V14 N2 P71-5  
Sum 1970

Descriptors: exceptional child research; gifted; identification; creative ability; talent identification; test validity; adolescents; adults; screening tests

The brief screening test described consists of 50 paired characteristics in a forced choice format, one of each pair being more central or essential to creative functioning. Test-retest reliability and validity studies are reported. The validity evidence appears to justify the use of the test as a coarse screening device for identifying creative adolescents and adults and for use in teaching and experimental group situations. (KW)

#### ABSTRACT 728

EC 03 0728 ED N.A.  
Publ. Date Aug 70 4p.  
Domino, George  
**Identification of Potentially Creative Persons From the Adjective Check List.**  
EDRS not available  
Journal Of Consulting And Clinical Psychology; V35 N1 Part 1 P48-51 Aug 1970

Descriptors: exceptional child research; testing; test validity; longitudinal studies; creative ability; creativity; identification; college students; check lists; Adjective Check List

The initial development and cross-validation of a Creativity (Cr) scale for the Adjective Check List (ACL) was presented. ACL teacher ratings for 59 creative college students, who had been nominated and observed over a three-year period, were compared with those of a control group, individually matched on age, intelligence, adjustment ratings, and academic major. A Cr scale of 59 items more frequently ascribed to creatives was developed, and then cross-validated on 400 adolescents creative in science, art, or literature and 400 appropriate controls. The Cr scale significantly differentiated creatives from controls in every field of endeavor, but was not influenced by sex or type of creativity. It was noted that the Cr scale appeared to possess both rational and empirical validity, was applicable to both sexes, and was not influenced by specificity of creative achievement. (APA)

#### ABSTRACT 1496

EC 03 1496 ED N.A.  
Publ. Date 70 6p.  
Keogh, Barbara K.; Smith, Carol E.  
**Early Identification of Educationally High Potential and High Risk Children.**  
EDRS not available  
Journal Of School Psychology; V8 N4 P285-90 Win 1970

Descriptors: exceptional child research; gifted; learning difficulties; academic achievement; prediction; identification; academic aptitude; screening tests; predictive ability (testing); followup studies; student evaluation; elementary school students; Bender Gestalt Test

Early identification of educationally high potential and high risk children was investigated by following 49 children from kindergarten entrance through grades 5 of a regular school program. Kindergarten predictive measures were the Bender Gestalt and teachers' evaluations. Follow-up measures were yearly standard achievement test results. Analyses revealed consistently high and significant relationships between teachers' ratings and subsequent school achievement. Teachers were surprisingly accurate in early identification of both high risk and high potential children. The Bender was more accurate for identification of high potential than high risk children. Findings support the use of these measures for initial screening of children entering formal school programs. Specification of dimensions of teachers' evaluations may provide clues to understanding the complexities of school readiness. (Author)

#### ABSTRACT 2341

EC 03 2341 ED N.A.  
Publ. Date Apr 71 3p.  
Jacobs, Jon C.  
**Effectiveness of Teacher and Parent Identification of Gifted Children as a Function of School Level.**

EDRS not available

Psychology in the Schools: V8 N2 P140-2  
Apr 1971

Descriptors: exceptional child research; gifted; early childhood; identification; teacher role; parent role; evaluation criteria; student evaluation; kindergarten children

Teacher nomination of the gifted, which was noted as being 50% effective at the secondary level, was investigated to see if it was equally effective at earlier grade levels. Of the 654 kindergarten students evaluated, 19 were considered to be gifted. After 5 months of school the kindergarten teachers were asked to nominate those children in their classes who might possibly be gifted. A total of 46 students, none of whom were the previously located 19 gifted children, were nominated by the teachers. The parents nominated a total of 26 children, 16 of whom were from the original 19 children identified as gifted. Results indicated that teacher identification effectiveness dropped from 50% at the secondary level to 10% at the kindergarten level. It was felt that at the early school level, parents were better able to accurately identify their children as gifted than were teachers. Individual assessment of the children was recommended as more just and possibly more economical than inaccurate identification in the classroom. (CD)

#### ABSTRACT 2639

EC 03 2639 ED N.A.  
Publ. Date 69 14p.

Saunders, Robert J.

**Identifying the Artistically Gifted in the Classroom.**

Connecticut State Department of Education, Hartford, Bureau of Elementary and Secondary Education

EDRS not available

Connecticut State Department of Education, 165 Capitol Avenue, Hartford, Connecticut 06106.

Prepared for the Creativity: Its Educational Implications Workshop (North Haven, Connecticut, December 3, 1969).

Descriptors: gifted; creative art; identification; art education; talent identification

To familiarize the general classroom and art teacher with essential art education literature dealing with the creative student in art, a brief review of research studies on this topic made in art education as a discipline (as opposed to theoretical and philosophical statements on the nature of the creative process) is presented. The meanings of the terms talented, gifted, and creative in art are discussed and criteria for creativity enumerated. Suggestions are made as to how artistically gifted students can be identified within the limitations of the average art lesson or art activity at the elementary and secondary levels. (KW)

#### ABSTRACT 2926

EC 03 2926 ED N.A.  
Publ. Date Aug 71 1p.  
Ruschival, M. Lena; Way, John Gilbert  
**The WPPSI and the Stanford-Binet: A Validity and Reliability Study Using Gifted Pre-School Children.**

EDRS not available

Journal of Consulting and Clinical Psychology: V37 N1 P163 Aug 1971

Descriptors: exceptional child research; gifted; preschool children; intelligence tests; test reliability; test validity; Wechsler Preschool and Primary Scale of Intelligence; Stanford Binet Intelligence Test

To determine if the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and the Stanford-Binet, Form L-M, yield comparable test results in intelligence measurement of gifted children, 30 white male and female students (age range 47 to 68 months) attending a private school were given the two tests. The results indicated only a moderate relationship between the WPPSI Full Scale and the Stanford-Binet, and it was concluded that the two scores were not interchangeable for the students. (CB)

#### ABSTRACT 230

EC 04 0230 ED N.A.  
Publ. Date Nov 71 4p.

Renzulli, Joseph S. and Others

**Teacher Identification of Superior Students.**

EDRS not available

Exceptional Children: V38 N3 P211-4  
Nov 1971

Descriptors: exceptional child education; gifted; identification; teacher role; behavior rating scales; evaluation methods

The need for a more structured approach to teacher judgment in the screening and identification of superior students is discussed, and a systematic procedure for constructing and using an instrument to guide subjective observation is described. The instrument, the Scale for Rating Behavioral Characteristics of Superior Students, focuses on behavioral characteristics in the areas of learning, motivation, creativity, and leadership and is offered as a supplementary method that can be used in conjunction with other identification procedures. Studies dealing with the reliability and validity of the instrument are described. (Author)

#### ABSTRACT 231

EC 04 0231 ED N.A.  
Publ. Date Nov 71 6p.

Renzulli, Joseph S.; Hartman, Robert K.  
**Out of the Classroom: Scale for Rating Behavioral Characteristics of Superior Students.**

EDRS not available

Exceptional Children: V38 N3 P243-8  
Nov 1971

Descriptors: exceptional child education; gifted; identification; behavior rating scales; records (forms)

The document consists of the Scale for Rating Behavioral Characteristics of Superior Students, an instrument designed to guide subjective teacher observations. As a supplementary method to be used in identifying gifted students, it focuses on behavioral characteristics in the areas of learning, motivation, creativity, and leadership. Procedures used in constructing and validating the instrument are discussed in a companion article (EC 040 230). (KW)

#### ABSTRACT 455

EC 04 0455 ED N.A.  
Publ. Date 71 6p.

Jacobs, John C.

**Rorschach Studies Reveal Possible Misinterpretations of Personality Traits of the Gifted.**

EDRS not available

Gifted Child Quarterly: V15 N3 P195-200  
Fall 1971

Paper Prepared for the 18th Annual Meeting of the National Association for Gifted Children, Chicago, Illinois, May 6, 1971.

Descriptors: exceptional child research; gifted; creative ability; personality assessment; student teacher relationship; creative development; creativity research

Possible misinterpretations of personality traits of gifted children were studied by administering the Rorschach inkblot test to 20 children both during the preschool testing period and at the end of the kindergarten year. By comparison of preschool tests results with those of 20 non-gifted children, the gifted children showed greater moral reliance on self, less reliance on adult approval, greater probability for emotional reaction to environment, greater sensitivity to individual environment relationship, and greater sensitivity to emotional pressures of environment. Posttest results indicated that the gifted were no longer differentiated from the control group. It was suggested that the original differentiating personality traits might have been possible causes for a negative interaction between teacher and student, due to the teacher's lack of understanding of the nature of the child's behavior. The teacher might have felt that the gifted child was stubborn and immature, which ultimately hampered the child's creative development. (CB)

#### ABSTRACT 509

EC 04 0509 ED N.A.  
Publ. Date 71 9p.

Davis, Gary A.; Belcher, Terence L.  
**How Shall Creativity Be Measured? Torrance Tests, RAT, Alpha Biographical, and IQ.**

EDRS not available

Journal of Creative Behavior: V5 N3 P153-61 Third Quarter 1971

Descriptors: exceptional child research; creative ability; testing; test interpretation; creativity research; creativity; measurement; secondary school students; Alpha Biographical Inventory; Remote Associates Test; Torrance Tests of Creative Thinking

The study compared interrelationship among scores and subscores on the Alpha Biographical Inventory (ABI), the Remote Associates Test (RAT), the verbal Torrance Tests of Creative Thinking, and the Henmon-Nelson intelligence test. The subjects were 22 males and 29 females in a senior class of high school. The students were administered the first three tests using standardized instructions, while IQ scores from school records were used. Findings indicated strong relationships among scores on the RAT, IQ test, and ABI for both male and female students. For male students, neither the

RAT, IQ test, nor the ABI was found to correlate significantly with ABI creativity or Torrance creativity. Correlation between ABI creativity and Torrance creativity for males was a near zero. For females, some intelligence scores correlated with creativity scores; the ABI creativity was found to correlate significantly with Torrance originality and creativity. It was concluded that for males and females, the strongest predictor of the Validating Criterion score was the ABI Creativity. (CB)

#### ABSTRACT 2364

EC 04 2364 ED N.A.  
Publ. Date 72 7p.  
Karlins, Marvin  
**A Note on a New Test of Creativity.**  
EDRS not available  
Journal of Creative Behavior; V6 N2 P95-101 Second Quarter 1972

Descriptors: exceptional child education; gifted; creativity; creative thinking; test construction; verbal tests; humor

In an attempt to use wit as a means of assessing overall creative potential, a new creativity test measures individual differences in one type of humor: the ability to pun. The PUN test, in which subjects attempt to make up a pun to each of the 50 one-word test items, requires the subject to manipulate words and give a verbal response where no answers are provided. Examples are provided to explain the scoring rationale. Answers are scored according to uniqueness (statistical frequency of occurrence) and type (how the subject manipulates the stimulus word to arrive at the pun). Three types of manipulation, in ascending order of difficulty, are explained: syllable redefinition, syllable restructuring, and modified syllable pronunciation. (KW)

#### ABSTRACT 2696

EC 04 2696 ED N.A.  
Publ. Date Sep 72 3p.  
Seagoe, May V.  
**Terman and the Gifted.**  
EDRS not available  
Education Digest; V38 N1 P51-3 Sep 1972

Descriptors: exceptional child education; gifted; educational needs; testing; biographies; Terman (Lewis Madison)

The article surveys Lewis Madison Terman's life and work in identifying, testing and educating the gifted. Terman's Stanford Revision of the Binet, said to mark the beginning of the modern testing movement, and his study of the gifted through analysis of biographies of historical geniuses and through studies of the living gifted from childhood through maturity are discussed. Recounted are some of Terman's suggestions for the education of gifted persons such as providing a minimum of drill and structuring, and a maximum of problem solving, initiative, and independent planning. (GW)

#### ABSTRACT 74

EC 05 0074 ED N.A.  
Publ. Date 72 235p.  
Jwan, John Curtis

#### The Guidance and Measurement of Intelligence. Development and Creativity.

EDRS not available

John Curtis Gowan, San Fernando Valley State College, Northridge, California 91324.

Descriptors: gifted; creative development; intellectual development; developmental psychology; creativity; psychological characteristics; counseling

The 31 readings on giftedness, creativity, and human development represent the collected papers of the author and cover a 20-year period. Seven papers in the section on intelligence focus on the relationship between various aspects of intelligence and psychological personality variables, and are based on data involving large numbers of university students. The second section, Measurement and Guidance, contains eight readings reflecting the author's interest in the guidance of exceptional children, the enhancement of self-concept, and the organization of guidance along a developmental basis. Eight readings on giftedness and creativity cover such topics as cost of programs for the gifted, reading improvement in the gifted, cognitive and affective stimulation, amateur theatrical experiences for the gifted, methods and programs for stimulating creativity, and relation between creativity and giftedness. In the final section, eight articles concern human development and, finally, the synthesis of developmental stage theory. Representative topics include developmental problems of early maturity, development of vocational choice in the gifted, development of the creative individual, levels of development and accomplishment in superior male adults, and significance of decalages between the affective and cognitive developmental stages. (KW)

#### ABSTRACT 667

EC 05 0667 ED N.A.  
Publ. Date Fall 72 15p.  
Guilford, J. P.  
**Intellect and the Gifted.**  
EDRS not available  
Gifted Child Quarterly; V16 N3 P175-84. 239-43 Fall 1972

Descriptors: exceptional child education; gifted; taxonomy; intelligence; level; models; classification; intellectual development

Discussed is a taxonomy of intellectual abilities, the structure of intellect (SI) model, which presents a multivariate view of intelligence having both operational and informational dimensions. The model represents an intellectual ability as a unique combination of one kind of operation (evaluation, convergent production, divergent production, memory or cognition), one kind of content (figural, symbolic, semantic, or behavioral), and one kind of product (units, classes, relations, systems, transformations, or implications). It is noted that 98 of the 120 projected intellectual abilities have been investigated by factor analysis. Evidence for the model's multivariate view of intelligence is gathered from

general observations, observations of SI abilities in school learning, and from SI abilities in different populations. The SI model is compared with the taxonomies of B. Bloom and J. Piaget. Applications of the SI model are discussed in relation to development of individual abilities, transfer of learning, individualized instruction, intelligence testing, self concept in children, growth in social intelligence, creativity, and teacher training. (GW)

#### ABSTRACT 1261

EC 05 1261 ED N.A.  
Publ. Date 72 572p.  
Matarazzo, Joseph D.

**Wechsler's Measurement and Appraisal of Adult Intelligence. 5th Edition.**

EDRS not available  
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$15.75).

Descriptors: exceptional child education; mentally handicapped; gifted; young adults; adults; intelligence tests; psychological evaluation; psychological tests; rating scales; intelligence quotient; measurement; test validity; test interpretation; textbooks

Presented is the fifth edition of the text in clinical psychology originally authored by David Wechsler which considers the nature, history, variety, and validity of adult intelligence scales. Among the topics discussed in Part I are the nature of assessment and intelligence; the definition of intelligence; mental age, IQ, deviation scores, and IQ changes with age; and the classification of intelligence. Early and modern approaches to validation are considered in Part II which discusses the concepts of mental retardation, average, and superior intelligence. Compared are the subtests of the Wechsler-Bellevue and the Wechsler Adult Intelligence Scales in Part III in terms of a description of the tests, a discussion of the populations used in the 1939 and 1955 standardizations, and basic data and test results. The final part presents the following additional approaches to validation and applications: factorial structure of the Wechsler-Bellevue and the Wechsler Adult Intelligence Scale; validity indexes exemplars, and correlates of intelligence test scores; brain-behavior relationships as expressed in the Wechsler scales; personality and related correlates of the Wechsler scales; and qualitative, diagnostic, and clinical features of the Wechsler scales. Appendixes include special statistical methods, efficiency quotients, and difficulty values of individual subtest items. (DB)

#### ABSTRACT 1776

EC 05 1776 ED 075 971  
Publ. Date (73) 11p.  
Keating, Daniel P.; Stanley, Julian C.  
**Discovering Quantitative Precocity.**  
EDRS mf,hc

Descriptors: exceptional child education; gifted; mathematics; identification; test interpretation; junior high school students; testing; standardized tests

Differentiation among gifted junior high students who score at the 98th or 99th percentile on in-grade achievement tests of quantitative abilities can be accomplished by administering a test normally given to older students such as the College Entrance Examination Board's Scholastic Aptitude Test-Mathematical (SAT-M). SAT-M scores of 396 7th, 8th, and accelerated 9th grade students show a wide range of abilities among students scoring at the ceiling of in-grade tests. The rationale for discrimination among gifted students should be individualized educational planning which may include college courses and early college admission for the gifted junior high student who also scores high on the SAT-M. Because younger students may have to make greater use of reasoning abilities to solve problems to which older students apply learned formulas, this reasoning ability can be predictive of success in advanced courses of new material. Gifted junior high students have been placed in college courses with unbroken success. (See EC 051 774 for a related document). (DB)

#### ABSTRACT 1921

EC 05 1921 ED 002 836  
Publ. Date 30 Jun 59 218p.  
Alberty, Elsie J. and Others  
**The Identification and Development of Talent in Heterogeneously-Grouped Students in a General Education Program at the Secondary School Level. Final Report.**  
Ohio State University, Columbus  
Office of Education (DHEW), Washington, D. C. Cooperative Research Program  
EDRS mf,he

Descriptors: exceptional child research; gifted; talent identification; talent utilization; heterogeneous grouping; models;

An investigation was made to develop a conceptual model of talent in adolescence and to identify behavioral 'indices of talent' to aid in the identification and development of individual talent within the heterogeneously grouped secondary school program. Project Ss were approximately 175 students enrolled in a laboratory school on a university campus. A preliminary talent model was developed by means of exploratory interviews with university faculty, interdisciplinary discussion group meetings, and records of unusually talented students. Steps taken to validate and revise the model included solicitation and analysis of professional faculty opinions, actual classroom observations, and a review of the literature. Explored individually was talent in the following areas: general academics, science, mathematics, language arts, social science, art, music, dramatics, dance, mechanical arts, athletics, and leadership. The model of talent and the talent index were based upon a definition of talent defined as the emergence in action of a product growing out of the individual's interaction with his external environment. The model describes in behavioral terms 14 characteristics of the unusually talented individual such as sensitivity, intellectual curiosity, open-mindedness, originality, and personal integrity. (DB)

#### ABSTRACT 2222

EC 05 2222 ED N.A.  
Publ. Date Spr 73 7p.  
Torrance, E. Paul  
**Non-Test Indicators of Creative Talent Among Disadvantaged Children.**  
Gifted Child Quarterly; V17 N1 P3-9 Spr 73

Descriptors: exceptional child education; gifted; creative ability; identification; disadvantaged youth; creative thinking; culture free tests; testing problems; Torrance (E. Paul)

Recent criticism has been leveled against the cultural biases present in most tests, but creativity among disadvantaged children can be assessed by culturally free test and non-test indicators. The Torrance Tests of Creative Thinking have been shown to be free of racial or socioeconomic bias due to their openended nature. Other tests such as the Alpha Biographical Inventory have been or are being developed that are free of bias or are biased toward black, disadvantaged children. Eighteen creative positives have been identified to aid the teacher in the recognition of creative behavior among disadvantaged youth. Among the creative positives are ability to express feelings and emotions, ability to improvise with commonplace materials, articulateness in role playing and story telling, responsiveness to the kinesthetic, and humor. (DB)

#### ABSTRACT 2252

EC 05 2252 ED N.A.  
Publ. Date Feb 72 8p.  
Thompson, Margery  
**Identifying the Gifted.**  
EDRS not available  
National Elementary Principal; V51 N5 P37-44 Feb 1972

Descriptors: exceptional child education; gifted; high achievers; creative ability; identification; achievement; psychological characteristics; developmental psychology

Discussed are issues in the identification of the gifted and talented. An introduction notes that the gifted should include individuals with generally high intellectual abilities, high creative abilities, abilities in the visual or performing arts, or high academic ability. The report of a presidential task force considers the search for statistical criteria of giftedness unproductive and suggests, instead, that giftedness results from the interaction of suitable fields of attainment, personal attributes, and the stages of individual development. Fields of attainment are seen to include scholarly inquiry, artistic activity, professional service, and spiritual leadership. The gifted individual is thought to have a combination of personal attributes (physical, intellectual, motivational, and attitudinal) which find expression in an available field of attainment. Stages of individual development are said to interrelate with both personal attributes and available fields of attainment, and are analyzed in terms of developmental tasks, psychosocial development, and cognitive development. (DB)

#### ABSTRACT 1097

EC 06 1097 ED N.A.  
Publ. Date F 73 8p.  
Torrance, E. Paul  
**Assessment of Disadvantaged Minority Group Children.**  
EDRS not available  
School Psychology Digest; V2 N4 P3-10 F 1973

Descriptors: exceptional child education; disadvantaged youth; minority groups; gifted; culture free tests; testing; school psychologists; test validity; testing problems; examiners

Discussed are approaches to assessment of disadvantaged minority children that school psychologists can use to improve services. Cited among tests that seem to have no racial or socioeconomic biases are the Torrance Tests of Creative Thinking and the Alpha Biographical Inventory. Noted is the research of S. Houston on Black English. It is maintained that students should be assessed on the basis of abilities valued in their subculture. Described as two approaches to development of culturally biased tests are item purging, seen in a recent revision of the Stanford-Binet (ABDA), and constructing tests such as the Black Intelligence Test of Cultural Homogeneity (BITCH-100) that favor disadvantaged minority groups. Given to show needed examiner skills are examples of using observational skills, looking for abilities rather disabilities, and discovering the superior performance of disadvantaged black children over white gifted children in producing ideas such as the use of junk automobiles. It is suggested that school psychologists make valid assessments of nontest situation behavior. (MC)

#### ABSTRACT 1189

EC 06 1189 ED N.A.  
Publ. Date 73 30p.  
Moonan, William J.  
**Charosel: A Computer Program Which Selects Qualitative Predictors for Qualitative Criterion Prediction Problems.**  
EDRS mf,he

Descriptors: exceptional child research; gifted; identification; statistical analysis; computer programs; kindergarten children; factor analysis; theories

Described is the theory and computer program of a new statistical procedure to find a parsimonious subset of predictor variables which have high predictive efficiency for a given criterion variable, and explained is application of the procedure to problems such as the identification of gifted kindergarten children. The procedure is seen to be most appropriate for Type D prediction problems, for which the criterion variable is represented by a set of categories and the predictor variables are represented by a set of qualitative variables. It is explained that the technique is based on a formula for calculating a posteriori probabilities and a simple decision function, and that models are evaluated by computing decision tables and an associative objective function for each predictor variable available. The program is thought to be

applicable to prediction problems of the military, education, and medicine. Described is application of the procedure to the selection of questionnaire items most predictive of giftedness in kindergarten children. (DB)

#### ABSTRACT 1222

EC 06 1222 ED 087 183  
Publ. Date 32p.

#### Finding Kids with Special Needs: the Background, Development, Field Test and Validation.

Resource Management Systems, Inc., Carmel, Ga.  
EDRS mf,he

Descriptors: exceptional child research; learning disabilities; screening tests; test construction; test validity; gifted; identification; teacher role; computers; Finding Kids with Special Needs

Described are the development of 'Finding Kids with Special Needs' (FKSN), an instrument to identify children's learning problems and gifted students; results of field testing with 24,825 children, kindergarten through grade 8, in 110 schools; and validation procedures. Discussed is test construction, including incorporation of 12 criteria such as low use of teacher time, and 39 vignettes (developed by 19 special educators) which describe 18 subcategories of need that can be grouped into the 10 major handicapping areas. The following is an example of a vignette: 'Jane can read material which is about five grade levels above her class, however her handwriting is poor and she is about average-to-above in most other subjects'. Results of field testing in five midwestern states are given to show that 6,448 children had one or more areas of special need, that there were a total of 10,351 combined special needs (9% were severe), and that 993 teachers spent a minimum of 25 and a maximum of 55 minutes per class checking vignettes against student behaviors. School personnel requests for confidentiality are said to have been honored in computer assisted development of a student profile, building profile, and a master list of students for local school use. Discussed are results of validation procedures, such as studies involving 24 special school children and 2,151 regular class children, which show that the FKN accurately identifies school children with learning problems. The FKN is recommended to fill the gap between children already referred and children in need of special services, and to free special education staff from psychometric duties for more support to regular class teachers. (MC)

#### ABSTRACT 1318

EC 06 1318 ED N.A.  
Publ. Date Win 73 7p.  
Sullivan, Allen R.

#### The Identification of Gifted and Academically Talented Black Students: A Hidden Exceptionality.

Journal of Special Education; V7 N4 P373-9 Win 1973

Descriptors: exceptional child education; gifted; negroes; racial attitudes; identification; disadvantaged youth; teacher atti-

tudes; educational needs; discriminatory attitudes (social); teacher education

The identification and education of gifted and academically talented Black students requires that teacher-training programs make sure that trainees are aware of and can handle their racial attitudes and behaviors. Teachers must not be permitted to teach students about whom they have negative attitudes. Educators must call a halt to administering and interpreting tests which are structurally designed to exclude the Black life style; scores from such tests often are the basis for relegating Black children to classes which retard their psychological, social, and academic development. The school, family, and community should engage in processes which will help to gain the information and knowledge needed to establish sound educational programs for the identification and development of talented Black students. (Author)

#### ABSTRACT 1332

EC 06 1332 ED N.A.  
Publ. Date Win 73 4p  
Graves, William H.

#### How Misleading the Fifty Years? A Reply to Jacobs.

Gifted Child Quarterly; V17 N4 P268-71  
Win 1973

Descriptors: exceptional child research; gifted; identification; intelligence tests; teacher role

Reviewed critically is the research design of a study of J. Jacobs on IQ drop in 19 gifted kindergarten students who initially scored 125 IQ points or more. Explained is need for numerous tests coupled with teacher nominations and pupil/parent volunteering for student candidacy in intensive enrichment programs. (For related information see EC 061 333.) (MC)

#### ABSTRACT 1438

EC 06 1438 ED N.A.  
Publ. Date 4th Quart 73 6p.  
Guilford, J. P.; Christensen, Paul R.

#### The One-Way Relation Between Creative Potential and IQ.

EDRS not available  
Journal of Creative Behavior; V7 N4 P247-52 4th Quarter 1973

Descriptors: exceptional child research; gifted; creative ability; elementary school students; creative thinking; intelligence level; correlation; divergent thinking

The scores of children in grades 4 through 6 (in two schools) on several tests of divergent-production (DP) abilities were analyzed in relation to available IQ assessments to determine the relationship between creative potential and intelligence. The prediction that correlational scatter plots with semantic-DP tests would tend to be triangular (no high-DP scores at low IQs but some low-DP scores at high IQs) and that scatter plots with visual figural-DP tests would tend to be of the more customary elliptical form were generally upheld. All coefficients of correlation were low. Results did not support the threshold hypothesis (that below an IQ of 120 there is some correlation between IQ and creative potential, and above 120 there is no correlation). (MC)

#### ABSTRACT 1848

EC 06 1848 ED 090 743  
Publ. Date Mar 74 93p.

Bernal, Ernest M.; Reyna, Josephine  
Analysis of Giftedness in Mexican American Children and Design of a Prototype Identification Instrument.

Southwest Educational Development Lab., Austin, Tex.  
Office of Education (DHEW), Washington, D. C. Office of Gifted and Talented.

EDRS mf,he

Descriptors: exceptional child research; gifted; mexican americans; ability identification; behavior rating scales; disadvantaged youth; minority groups; kindergarten; primary grades; talent identification; test construction; surveys; community attitudes; cultural factors

Cultural community based definitions of giftedness were obtained in survey interviews with 300 Mexican Americans in three Texas cities and incorporated into a behavior rating scale and an adjectival scale (for parents) to identify the gifted and talented among 108 bilingual Mexican American children in kindergarten through grade 3. The children were nominated by teachers and administered the Wechsler Intelligence Scale for Children; the Torrance Tests of Creative Thinking, Verbal and Figural Form A; and the De Avila Cartoon Conservation Scales. Fifty-four children were rated on the behavior and adjectival scales by parents. Thirty-four children were judged gifted according to results on at least one of the five tests. Parentally rated scales were available for 22 of the 34 gifted students. Some of the results from interviews revealed that Mexican Americans believe giftedness requires verve and style as well as intelligence; and that the gifted display traits such as using imagination freely, being more active and aware, and associating more with adults. Multivariate discriminant analysis of the 43-item behavioral rating scale indicated significant differentiation between the gifted and nongifted groups. Individual items on the behavior rating and adjectival scales also discriminated between the two groups. (Included are original and revised versions of the behavior rating scale and the adjectival scales, a summary of techniques for identifying gifted minority children, and the community survey in English and Spanish.) (MC)

#### ABSTRACT 1851

EC 06 1851 ED N.A.  
Publ. Date 72 154p.

Sharp, Evelyn

#### The I.Q. Cult.

Coward, McCann, and Geoghegan, Inc.  
390 Murray Hill Parkway, East Rutherford, New Jersey 07073 (\$5.95).

Descriptors: exceptional child education; intelligence tests; intelligence quotient; intelligence level; trend analysis; attitudes; cognitive measurement; creative ability; Piaget (Jean)

The author reviews the development of conventional intelligence tests and proposes alternative types of mental measurement based on a broadened view of intelligence. Examined is the history of

attitudes toward IQ testing from awe following the original work of Alfred Binet to strong current feelings that the tests are unacceptably discriminatory. The origins of intelligence tests are looked at, and it is concluded that the lack of a universal scale results in significantly different ratings depending on which test has been given. The two most common individually administered tests, the Stanford-Binet and the Wechsler Intelligence Scale for Children, are compared. It is stressed that both tests were valid predictors of success in schoolwork as the schools were when the tests were originally constructed. Focused on in the chapter on group testing is the development of mental ability tests by the Army. The use of group tests in school and industry is reviewed with special emphasis on the examples from the Otis-Lennon test and the Scholastic Aptitude Test. Contrasted are the approaches of Alfred Binet and Jean Piaget to mental development. Reported are efforts to develop a mental scale based on Piagetian developmental stages. Discussed in the final chapter are a broadened view of intelligence which would include cognitive styles, and creativity. (DB)

#### ABSTRACT 2061

EC 06 2061 ED N.A.  
Publ. Date Jun 74 4p.  
Willerman, Lee; Fiedler, Miriam Forster  
**Infant Performance and Intellectual Precocity.**  
Child Development; V45 N2 P483-6 Jun 1974

Descriptors: exceptional child research; gifted; infancy; early childhood; ability identification; intelligence tests; intelligence quotient; followup studies; sex differences; Bayley Scales of Mental and Motor Development:

A retrospective check of Boston participants in the Collaborative Perinatal Study identified 100 white children with IQs of 140 or more at 4 years of age who had been administered the research version of the Bayley Scales of Mental and Motor Development at 8 months. The results indicated that this superior group of children were not generally advanced as infants and could not have been distinguished from the total population of infants at 8 months. Among these intellectually precocious children, parental education and the child's IQ at 4 years were significantly correlated for boys but not for girls. (Author)

#### ABSTRACT 2192

EC 06 2192 ED 0s . . 3  
Publ. Date 74 29p.  
**Behavioral Descriptors of the Gifted.**  
Pittsburgh Univ., Pa. Office of Research and Field Services.  
EDRS mf,he

Descriptors: exceptional child research; gifted; identification; behavior rating scales; questionnaires; behavior patterns; psychological characteristics

Provided is a questionnaire in the form of a rating scale to determine the degree to which teachers believe 316 character-

istics (called behavioral descriptors) are typical of gifted children. Given is a definition of giftedness which includes capability of high performance in areas such as general intellectual ability and creative thinking, and need for differentiated educational programs beyond normal provisions of the regular school program. Instructions are given for rating behavior according to seven levels ranging from very uncharacteristic to very characteristic. The following are typical examples of the descriptors provided: "the child uses logic in arriving at a decision, the student displays unusual ability to select and arrange colors, and the student quickly analyzes mechanical problems." (MC)

#### ABSTRACT 2208

EC 06 2208 ED 093 119  
Publ. Date Jun 74 144p.  
White, Alan J., Ed.; Lanza, Leonard G., Comp.

**Identification of the Gifted and Talented: Report of the Connecticut Task Force on Identification. Working Draft.**

Connecticut State Dept. of Education, Hartford, Bureau of Pupil Personnel and Special Education Services.

EDRS mf,he  
For Related Reports See EC062206 and EC062207

Descriptors: exceptional child education; gifted; disadvantaged youth; identification; ability identification; talent identification; testing; state programs; annotated bibliographies; screening tests; Connecticut; Artistically Talented

The report (in working draft form) of the Connecticut Task Force on Identification of the Gifted and Talented discusses general systems and instruments of identification, identifying the academically gifted, identifying the disadvantaged gifted, and identifying special types of giftedness. Excerpts from Connecticut State Department of Education publications are provided to show the broadened conception of giftedness as including a wide spectrum of intellectual aptitudes and abilities such as creativity and talent in the graphic and performing arts. The section on general systems and instruments describes possible screening and selection sequences, gives samples of rating scales and checklists which can be incorporated into identification systems, and summarizes the results of a study on the development of an evaluation procedure to identify gifted children in one Connecticut district. Definitions and characteristics of the academically gifted child are discussed. Reviewed is the literature on the identification of gifted children from disadvantaged backgrounds, and included are two papers on evaluating talent potential in the disadvantaged. Offered are suggestions for identification procedures in the special areas of the performing arts, creative thinking abilities, and independent study. Final sections include an annotated bibliography of approximately 50 standardized identification instruments and a bibliography on identification of approximately 50 items. (DB)

#### ABSTRACT 2220

EC 06 2220 ED N.A.  
Publ. Date Spr 74 2p.

Malone, Charlotte E.

**Behavioral Identification of Giftedness using CHAROSEL.**

TAG, Association for the Gifted Newsletter; V16 N3 P5-6 Spr 1974

Descriptors: exceptional child research; gifted; kindergarten children; identification; statistical analysis; behavior patterns; student evaluation; Charosel

A new statistical device known as Charosel may be useful in the behavioral identification of gifted children. Charosel is a selection technique for predicting category of membership from a large set of other qualitative variables. Data may be obtained by questionnaires concerned with biographical, behavioral, and life history items. Responses of a training sample of individuals known to fit the desired definition are then compared by the technique with the responses of the persons being screened. Items with high predictive efficiency can be assembled into a shortened questionnaire. Charosel has been used in military applications and with gifted and non-gifted kindergarten children. (DB)

#### ABSTRACT 2547

EC 06 2547 ED N.A.  
Publ. Date Sep 74 11p

DeVries, Rheta

**Relationships Among Piagetian, IQ, and Achievement Assessments.**

Child Development; V45 N3 P746-56 Sep 1974

Descriptors: exceptional child research; gifted; mentally handicapped (educable mentally handicapped); childhood; testing; testing problems; cognitive measurement; intelligence tests; achievement tests; comparative analysis; correlation; Jean Piaget; Stanford Binet Intelligence Test

Examined were the empirical relationships among Piagetian tasks, psychometric assessments of intelligence, and school achievement with 143 bright, average, and retarded children, 5 to 12 years old. Ss' scores were obtained from the California Test of Mental Maturity (CTMM), the Metropolitan Achievement Test (MAT), the Stanford-Binet Intelligence Scale, and 15 Piagetian tasks, in such areas as conservation of mass, left-right perspective, conservation of length, and object sorting. Comparisons indicated that the Stanford Binet is a poor predictor of performance on most of the Piagetian tasks, and that the theoretical differences between Piagetian and psychometric intelligence do seem to correspond to real differences in cognitive measurement. Additional analyses among all tests indicated that no overlap exists between knowledge on Piagetian tasks and school achievement knowledge as measured by the MAT. Results supported previous research findings which state that Piagetian tasks do appear to measure different aspects of cognitive functioning than do psychometric tests, and that there exist specific differences between the two in general perspective and method of assessment. (Author/BA)

**ABSTRACT 333**

EC 07 0333

Publ. Date Sum 74

ED N.A.

13p.

Sheverbush, Robert L.

**An Analysis of Subtests Performance by Gifted Students on the Stanford-Binet Intelligence Scale (1960 Form L-M).**Gifted Child Quarterly; V18 N2 P97-107  
111-115 Sum 1974

Descriptors: exceptional child research; gifted; standardized tests; intelligence tests; test interpretation; statistical analysis; elementary education; sex differences; students; socioeconomic status; Stanford Binet Intelligence Scale.

The subtest performance of 192 fourth graders recommended for classes for the gifted on the Stanford-Binet Intelligence Scale was compared with that of 192 fourth graders who scored in the average IQ range. The gifted group was subdivided in terms of sex, socio-economic status of the family, and successfulness in classes for the gifted. Data supported such conclusions as the following: that, compared to the average group, a greater percentage of the gifted group passed a proportionally higher number of subtests classified into the language and vocabulary areas; that gifted students rated unsuccessful by their teachers did better at the very highest levels of the test, while those rated as successful did better on subtests in the middle range; and that the gifted male group had a higher rank difference on subtests classified into the reasoning category and the female group had a higher rank difference on subtests classified as verbal. The use of a system which classifies subtests into categories was very helpful in organizing responses on the subtests of the Stanford-Binet into meaningful patterns. (GW)

**ABSTRACT 635**

EC 07 0635

Publ. Date Oct 73

ED 101 488

93p.

Keating, Daniel P.

**Precocious Cognitive Development at the Level of Formal Operations.**

National Science Foundation, Washington, D. C.

EDRS mf,he

Descriptors: gifted; intelligence tests; developmental psychology; task performance; comparative analysis; exceptional child research; intermediate grades; junior high schools; students; Piaget (Jean);

One hundred and nine fifth and seventh graders, classified as either bright or average, were tested to determine the relationship of intelligence (as defined by scores on psychometrically derived tasks) and developmental precocity (defined in terms of Piagetian theory). Specific measures used were the Iowa Tests of Basic Skills, Raven's Standard Progressive Matrices, and Piagetian tasks (conservation of volume, displacement, the balance, and the period of a pendulum). The major finding was that students who scored higher on psychometric measures of intelligence were also developmentally advanced in J. Piaget's sequence of cognitive developmental stages. The finding did not contradict Piagetian theory since out-of-sequence

successes were not observed. (Author/GW)

**ABSTRACT 1441**

EC 07 1441

Publ. Date 74

ED 102 773

20p.

Watson, Odell A., Comp.

**Suggestions for Identification of Gifted and Talented Students.**

North Carolina State Dept. of Public Instruction, Raleigh.

For Related Documents See EC 07 1438, 07 1439 and 07 1440  
EDRS mf,he

Descriptors: gifted; ability identification; talent identification; check lists; behavior rating scales; exceptional child education; creative ability; high achievers; identification; student evaluation; student behavior; student characteristics; State Departments of Education; North Carolina;

Presented by the North Carolina State Department of Public Instruction are techniques to be used by local administrative units for identification of gifted and talented students. Suggestions are given for use of a teacher-observation and recommendation sheet and for construction of teacher made observational checklists. A scale for rating behavioral characteristics of superior students (in the areas of learning, motivation, creativity, and leadership), and checklists for student-peer nominations and for evaluations by teachers of students in kindergarten, first grade, and grades 2 through 6 are provided. Also included are a checklist of characteristics of talented pupils (for use at any grade level) and a checklist for recommending gifted and creative students (in middle grades and above). Various cognitive and affective tests, and tests of cultural differences which could be part of a screening program are listed. (LS)

**ABSTRACT 1443**

EC 07 1443

Publ. Date 74

ED 104 039

76p.

**The Identification of Academic, Creative and Leadership Talent from Biographical Data. Final Report.**

Institute for Behavioral Research in Creativity, Salt Lake City, Utah.

Z. Smith Reynolds Foundation.

EDRS mf,he

Descriptors: gifted; identification; behavior patterns; case studies (education); cultural factors; exceptional child research; high achievers; creative ability; leadership; academic achievement; racial factors;

Biographical data were collected on 665 students (in grades 11 and 12) previously identified as gifted and 421 other (control) students in an effort to improve identification procedures of students gifted in academic, leadership, or artistic areas; and to reduce racial and other biases when selecting students for specialized training. Students were given a version of the Biographical Inventory (BI), Form R, (which consists of 300 multiple choice items that allow the individual to de-

scribe his past behavior and experiences) as well as a traditional IQ test. Results indicated that the BI scores were effective predictors of membership in either leadership, academic, or artistic high ability groups. BI scores had a significantly lower relationship to membership in various ethnic groups than did IQ scores. (DB)

**ABSTRACT 1911**

EC 07 1911

Publ. Date Mar 75

ED N.A.

2p.

Keating, Daniel P.

**Testing Those in the Top Percentiles. Exceptional Children; V41 N6 P435-6 Mar 1975**

Descriptors: exceptional child education; gifted; junior high schools; mathematics; science; advanced placement; testing problems; standardized tests; Mathematically Scientifically Precocious Youth;

Recommended is the use of tests standardized on a higher grade population to disseminate among highly gifted students. Evidence is given from the Study of Mathematically and Scientifically Precocious Youth to indicate the wide range of differences among students, ability differences among students scoring equally on in-grade tests as well as the successful performance in college courses by high scoring junior high school students. (DB)

**ABSTRACT 2039**

EC 07 2039

Publ. Date Jun 74

ED 104 094

154p.

Martinson, Ruth A.

**The Identification of the Gifted and Talented.**

Ventura County Superintendent of Schools, Calif.

Office of Education (DHEW), Washington, D. C.

EDRS mf,he

An Instructional Syllabus for the National Summer Leadership Training Institute on the Education of the Gifted and the Talented.

Descriptors: gifted; disadvantaged youth; identification; guidelines; screening tests; exceptional child education; high achievers; creative ability; intelligence tests; definitions; student evaluation;

Provided in the instructional syllabus developed by the National/State Leadership Training Institute on the Gifted and Talented is a rationale for the identification of gifted students, suggested identification procedures, and examples of materials used by various school districts. It is noted that the Stanford-Binet appears to be the best single identification instrument currently available, that identification of the disadvantaged gifted requires special emphasis, and that an absolute criterion for denoting giftedness is not only legitimate but necessary to identify those so advanced that they require special attention beyond the usual school provisions. Given are a definition of giftedness and a rationale for identification which includes group screening and individual identification

and case study. Advantages and limitations of the following screening measures are described: teacher nomination, group intelligence and achievement tests, nomination by others, nomination by peers, parent nomination, pupil products, student expressions of values and ideals, the autobiography, multiple screening measures and abbreviated tests, creativity tests, and judgments of creativity by experts. Considered separately are steps for successful identification of the gifted and talented among the disadvantaged population. A successful procedure within the total population is seen to include early identification, continuing search, and use of multiple resource materials. (DB)

#### ABSTRACT 2428

EC 07 2428 ED N. A.  
Publ. Date 75 431p.  
Gallagher, James J.

**Teaching the Gifted Child, Second Edition.**

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$12.95).

Descriptors: exceptional child education; gifted; disadvantaged youth; definitions; minority groups; identification; curriculum design; creative thinking; discovery learning; problem solving; language arts; administration; teacher education; underachievers; teaching methods; mathematics; sciences; social studies;

The education of gifted children is discussed with reference to the characteristics and identification of gifted students, curriculum modifications, stimulation of productive thinking, administrator and teacher training programs, and the special problems of gifted underachievers and culturally different gifted children. Examined are the cases of four gifted children who are used throughout the book to illustrate specific points, the unique properties of various subgroups of gifted children, and the issues confronting schools that adapt the curriculum to the needs of the gifted. Suggested curricular adaptations in the fields of mathematics, science, social studies, and language arts stress the importance of teaching the most abstract and important ideas possible and of providing the opportunity for gifted children to be active learners. Teaching guidelines point out problem solving strategies as well as means by which teachers can enhance creativity. The program designs of special classes, resource rooms, and acceleration programs are explained, as are training programs for teachers and administrators concerned with the education of the gifted. Also considered are educational strategies designed to improve the performance of gifted underachievers, and educational strategies especially suited to minority-group children. After each chapter, major unresolved issues are noted together with a list of pertinent references. (GW)

#### ABSTRACT 2703

EC 07 2703 ED N. A.  
Publ. Date 69 12p.

Doughty, Earl  
**Characteristic Differences Between Pupils Identified as Gifted and Non-Gifted.**

Dr. Earl Doughty, Assistant Professor, Department of Elementary and Junior High Education, Eastern Illinois University, Charleston, Illinois 61920  
Reprint From Illinois School Research, Volume 5, Number 3, Page 49-54

Descriptors: exceptional child education; gifted; intermediate grades; identification; talent identification; evaluation methods; peer groups;

Evaluated were 161 fourth to sixth graders to determine characteristic differences between gifted and nongifted children. Ss were administered 10 evaluations, including the California Short Form Test of Mental Maturity, Peer-Perception as Gifted Students Questionnaire, and Teacher Identification of Gifted Children Checklist. Teacher identification of gifted children (IQ 120 and above) was found to be better than reported in previous studies, but not significant. One group of Ss representing 22% of the gifted Ss in the study were not identified by teachers or peers. Data indicated a low correlation between tests of creativity and the non-language subsection test of the intelligence test. (CL)

#### ABSTRACT 2953

EC 07 2953 ED N. A.  
Publ. Date Sum 75 3p.  
Malone, Charlotte E.

**Potential Abilities: To Preserve and to Enhance.**

Gifted Child Quarterly : V19 N2 P161-3

Descriptors: gifted; talent identification; predictive measurement; behavior patterns; questionnaires; exceptional child education; elementary education; statistical analysis; Behavioral Identification of Giftedness; CHAROSEL;

The Behavioral Identification of Giftedness questionnaire, in conjunction with computerized statistical techniques known as CHAROSEL, has been used to distinguish the behavior of gifted and elementary school children and may prove beneficial in predicting, preserving, and enhancing potential ability or developing educational programs to reverse disability. (For related information, see EC 07 2220.) (LH)

#### ABSTRACT 3121

EC 07 3121 ED N. A.  
Publ. Date Aut 74 11p.

Lazow, Alfred; Nelson, Pearl A  
**Instant Answers: Testing the Gifted Child in the Elementary School.**

Gifted Child Quarterly; V18 N3 P152-162  
Descriptors: gifted; talent identification; test interpretation; test reliability; test validity; exceptional child education; elementary education; testing; underachievers;

Listed are 21 questions posed by teachers and parents about testing the gifted elementary school child. Brief answers are provided for ready reference; and listings of achievement, intelligence, reading, and special aptitude (art, music,

and poetry) tests are given for nursery school through adult levels. Questions and answers cover topics such as helping the gifted underachiever; talent identification; and test interpretation, reliability, and validity. (LH)

#### ABSTRACT 3284

EC 07 3284 ED N. A.  
Publ. Date Sum 75 4p.  
Hecht, Kathryn A.

**Teacher Ratings of Potential Dropouts and Academically Gifted Children: Are They Related?**

Journal of Teacher Education; V26 N2 P172-175

Descriptors: exceptional child research; disadvantaged youth; economically disadvantaged; culturally disadvantaged; gifted; socioeconomic status; student evaluation; teacher attitudes;

To determine whether teacher ratings of children as potential dropouts (PD) or as academically gifted (AG) were related to similar variables, data from the 1970 Pupil Centered Instrument, a national survey of pupils in elementary school conducted by the US Office of Education, were studied. Pupils identified as PD (9% of all pupils) and pupils identified as AG (8% of all pupils) were run as separate variables against a series of other variables. Data showed that the AG student was more likely to come from the majority culture, attend school regularly, have few problems, not require special services, be progressing well in school, and be expected to go to college. An opposite pattern was found for PD pupils. (GW)

#### ABSTRACT 3399

EC 07 3399 ED 109867  
Publ. Date 75 12p.

**Identification of the Gifted: Tests and Measurements: A Selective Bibliography. Exceptional Child Bibliography Series No. 668.**

The Council for Exceptional Children, Reston, Va. CEC Information Services and Publications.

National Institute of Education (DHEW), Washington, D. C.

The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Descriptors: gifted; identification; testing; measurement; bibliographies; exceptional child research; exceptional child education; test interpretation; test reliability; test validity; creativity; culture free tests; predictive measurement; academic achievement; teacher role; parent role; psychological characteristics; program planning; abstracts;

The annotated bibliography on tests and measurements for identification of the gifted contains approximately 75 abstracts and associated indexing information for documents published from 1959 to 1973 and selected from the computer files of The Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic

data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as student evaluation, test interpretation, test reliability, test validity, creativity, predictive measurement, academic achievement, teacher role, parent role, psychological characteristics, enrichment, program planning, and culture free tests. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

#### ABSTRACT 3605

EC 07 3605 . ED 111157

Publ. Date 75 . 24p.

Watson, Odell A., Comp.; Tongue, Cornelia, Comp.

**Suggestions for Identification of Gifted and Talented Students, Revised.**

North Carolina State Dept. of Public Instruction, Raleigh, Division for Exceptional Children

EDRS mf,hc

Descriptors: gifted; identification; check lists; student characteristics; student evaluation; exceptional child education; primary education; elementary secondary education; behavior; rating scales; standardized tests;

Presented is the revised edition of a 1974 booklet on suggestions for identifying gifted and talented students. The gifted/talented student is reported to exhibit exceptionality in the areas of learning, motivation, creativity, and leadership, although few students are found to demonstrate all of these behaviors. Suggestions for identification are listed which include the use of a teacher-made observational check list. The following evaluation devices are also provided: Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students, Checklist for Kindergarten, Checklist for First Grade Pupils, Checklist for Grades 2-6, Characteristics of Talented Pupils Checklist, Student's Classroom and Individual Talent Inventories, Checklist for Recommending Gifted and Creative Students, Student Evaluation Sheet, and Composite Student Evaluation Profile. Also noted are standardized tests which may be considered for identifying the gifted and talented. (SB)

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